OUTLOOK for the BLIND

and THE TEACHERS FORUM

Vol. 43 April, 1949 No. 4

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BRAILLE READING CONTEST WINNERS

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

VOL. 43 APRIL, 1949 NO. 4

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THE SCHOOL OF "AUGUSTO ROMAGNOLI" METHOD FOR EDUCATORS OF THE BLIND

ELENA ROMAGNOLI COLETTA

The Method in School

Augusto Romagnoli, reflecting on his own experience as a blind student, felt it imperative that blind and seeing teachers of the blind be prepared for their mission by a solid cultural foundation and a rich experience. He, as a professor in high school and public lyceums, demonstrated the possibilities of a well-educated blind man, and urged the authorities to solve the educative problems of the blind by founding an ideal institution.

While awaiting an active interest on the part of the state, he founded for the intellectual blind "The Pro-cultural Society for Blind Instructors," so that by association and the exchange of ideas they might delineate more clearly the special problems of the blind; and discuss their solution.

From 1912 to 1916 he personally tested his method in "The Ospizio Regina Margherita for the Blind."

Not until 1923 were the proposals of Augusto Romagnoli sanctioned by the government: first, by the extension of the scholastic obligations of blind children (art. 5 of the R. decret 31, 1923); then by a ministerial ordinance for the elementary instruction of blind children (June 27, 1924) and finally by a R. decret (No. 2483 of November 15, 1925) for the institution in Rome of a "R. School of Method for Instructors and Teachers of the

Author's note: The reader is asked to refer to an article, published in the *Outlook for the Blind* for April 1948, on the education and training of blind children in nursery and elementary schools, so that he may better understand the necessity for establishing a special school of method for the preparation of educators of the blind.

Dr. Elena Romagnoli Coletta, the widow of Augusto Romagnoli, is directress of the famous school in Rome discussed in this article. Due to a mistranslation, it was mistakenly stated in the footnote to her article of April 1948 that she had passed away. We are happy to correct that error.

Blind"; which now bears the name of Augusto Romagnoli, in memory of its founder and director, who died March 8, 1946.

The School of Method was founded as a model institution to give aspiring educators of the blind an opportunity to come in contact with the children under the guidance of a competent staff.

Professor Romagnoli conceived it as a school of apprenticeship, flanked and sustained by a good cultural structure. Without the latter the school for apprentices would remain empirical, and the preparation of the instructors would not be adequate to meet the special exigencies of blind pupils, which are far more numerous and more serious than those of seeing children.

In fact, blind children, deprived of the most comprehensive sense for the spontaneous formation of concrete ideas, must depend on instruction to compensate for deficiency in regard to many notions, which through sight are unconsciously acquired. Moreover, since blindness is usually accompanied by other anomalies of the nervous system, whether in respect to sensibility or to physical dexterity, or as regards intelligence or volition, etc., the blind child needs special pedagogic and psycho-physical care to stimulate and facilitate his gradual attainment of physical, mental and moral health.

Hence educators of the blind must be armed with superior culture in the fields of natural science, geography and art, and above all with an understanding of pedagogy, and of psychology which will enable them to study accurately, intelligently and individually the various subjects confided to their care, and from this analysis to deduce adequate measures to lead them towards normal education.

In this preparation the difficulties in reading experienced by blind teachers must be given special attention.

Given its character, the school for training teachers of the blind cannot have a large scholastic attendance. The number of pupils is usually limited to sixteen.

The minister of public instruction announces every year a competition according to qualifications for aspirants wishing to frequent the School of Method, who may be blind or seeing, but who must be in possession of a diploma as elementary teacher or of a university degree.

The committee of judges, on which the director of the school serves, classifies the competitions so that the available positions are equally divided between blind and seeing aspirants. Scholarships are granted to twelve of those classified.

The School of Method is annexed to a school for blind children.

The course for teachers requires one scholastic year, which is the minimum time necessary to acquire practical experience through daily study of the life of the pupils in school and at play.

Development of the Course

There is a first brief period during which the student teachers, who are usually called apprentices, come in contact with the school staff and with their surroundings; and through introductory lessons given by the director become familiar with the informative principle of education of the blind, based on the method introduced by Augusto Romagnoli. In their turn they make themselves known to the staff by a written account of the sources and of the degree of their own cultural foundation.

Then follows a second active period, during which the apprentices frequent the school for six hours daily, divided thus: they assist each morning in the elementary classes and in the nursery school, with more or less direct participation in instruction; in the afternoon they attend lectures according to the following program:

Two lectures weekly on pedagogy and general didactics given by the director

One lesson a week on psychology, given by a professor in the school

A weekly period of psycho-physical observation of the blind pupils, under the guidance of the professor of psychology, and preparing a personal schedule, based on medical and psycho-physical data. This data consists of five schedules: a medical report filled out by a doctor before the child's admission to the school, a report on his sensorial condition, and three psychological reports.

In the remaining time the apprentices assist the children in their recreation, in the preparation of their lessons and in other phases of their daily activity. The apprentices must also take exercises for acquiring the manual dexterity indispensable for the use of the special didactic materials; among these the exercise of drawing is most important; it teaches the blind apprentices to realize the difficulties encountered by the pupils in interpreting graphic representations, and the seeing apprentices to represent objects by their essential lines, so as to render them more easily recognizable by touch. They also learn to draw topographical charts and geographical maps in relief.

The apprentices are distributed between the nursery and elementary schools, where for one or two weeks they assist the teachers in charge with the lessons, after which they assume direct responsibility for the class with the assistance of the teacher, and finally take complete charge; after a period which varies according to the capacity of the apprentice, the teacher resumes his charge, and the apprentice again becomes an assistant; this without detriment to the unity of the class, which is always under the direct surveillance of the teacher in charge.

During their contact with the children after school hours the apprentices must strive to think of the most varied expedients, and to invent games for sensorial education involving touch, hearing and the perception of obstacles, in order to help the children to orient themselves.

On all these activities the apprentices give weekly, written reports, in which they refer to their particular experiences, and express their doubts and observations; all of which provides material for discussion and explanation, during the periods of reunion.

During these afternoon reunions they must also report on the books assigned for their reading by the director—books on psychiatry, pedagogy, etc.

All these activities are directed and unified by Augusto Romagnoli's fundamental conception of pedagogy: the school must be formative, not only for the little pupils, but also for the adults who want to become teachers. Hence the apprentices are studied, not only with regard to their capacity and their didactic, cultural and practical aptitudes; but more especially as regards their character, their disposition towards a spirit of sacrifice, and their capacity to accept as a mission the work of education which will be entrusted to them. These conditions are necessary for any kind of school work, but are absolutely indispensable in a school for the blind. This explains the long hours and the close application, which are wearisome, and imply responsibility.

At the close of the course the apprentice must present a thesis on some subject in relation to the education of the blind. With this thesis the apprentice has finished his course, and must await the results of the scholastic year, which are judged, not only from the value of the thesis, but also and especially from the daily observations of progress noted and on the practical, intellectual and moral aptitudes shown by each apprentice during the course.

The diplomas which are qualified as "suf-

ficient," "good," "excellent," give the graduates the right, according to their former qualifications, to compete for posts as director, teacher or instructor in institutions for the blind.

We will now give some statistics of the school, and a list of some of the subjects treated in the course of apprenticeship.

From 1925 to 1948:

22 courses were given for apprentices

	Total	Blind	Seeing
Registration	277	117	160
Withdrew	11	3	8
Graduated	246	109	137

Obtained posts in blind schools 180

Themes written in 1947-48:

(1) Discipline in class and after school—liberty and authority in school, and how to combine them in treating abnormality
(2) Topography and geography as a means to psycho-physical orientation
(3) Games considered as an educational element in elementary classes of blind pupils
(4) The importance of games in post-elementary classes
(5) How to introduce notions of drawing and of objective representation in the first and second classes
(6) The importance of culture in the education of the blind
(7) Sensorial experimentation: which senses are connected with intellectual defects and which are not—studies of some children
(8) Instruction in reading and writing: what is the difference in the difficulties experienced by seeing and blind pupils
(9) The difference in forming visual and imaginary ideas of those born blind and those blinded during the war; of the blind and semi-blind, as manifested in their graphic and plastic representations. (Observations of the pupils of the fourth class)

WHAT BRITAIN IS DOING TO HELP THE BLIND

J. E. JARVIS

WHEN I BEGAN to prepare this discussion, the great variety of the needs of blind people came strongly to my mind, as it always does when I consider what we try to do to help the blind. Some seeing people, for reasons which I do not know, seem to think that one blind person is very like another; so much so that I myself have several times been mistaken for a blind man who is a leading comedian in Britain—not because I look at all like him but simply because we are both blind. But a moment's thought will bring home to my readers the truth that blindness is, of course, no respecter of persons; in fact we know of blind kings and queens just as we know of blind beggars, and there are blind babies just as there are blind old men and women; some who cannot read or write and some who teach at universities. Let me tell you what we do in Britain to meet these different needs of the blind.

Most young blind children go to nursery

Mr. J. E. Jarvis is assistant secretary, National Institute for the Blind, London, England.

schools (Sunshine Homes we call them) which are run by Britain's National Institute for the Blind. The children remain there until they are seven years old—or nine years if they are backward. Then they go on to one of a number of primary schools—the first one was founded over 150 years ago. Here they learn all the usual school subjects, and are ready in their twelfth or thirteenth year to pass on to the secondary schools. These are of three kinds. Most blind children go to what is called the "secondary modern school," of which there are nine in England and Wales. Here pupils continue their general education until they are sixteen. Then they go to training centers where they are taught a trade which they eventually follow, either in special workshops for the blind or in their own homes, or else they go straight into factories alongside people who can see. A much smaller number of children who appear suitable for careers in shorthand-typing, music or piano-tuning, go to what we call the Royal Normal College for the Blind. Other children who show particular ability go to one of the two grammar schools which the National Institute manages and where their education can continue up to the standard of university entrance. Blind children who have mental defects are cared for under the National Health Service. Those who are backward but still able to receive education, or who suffer from other handicaps as well as blindness, go to Condover Hall, a new school which the National Institute for the Blind has opened. There we try to encourage their particular interests and abilities rather than to make them keep to an ordinary school program.

Nearly one half of the blind people who work are still employed in special workshops, and for the most part they follow the trades which have been practised there for over a century—basketry, mat and brushmaking and machine knitting. There are fifty-four of these special workshops in Britain. There are also about 1,500 blind people working at home, mostly in the smaller towns and country districts. They are engaged in trades similar to the others, and organizations throughout the country supply them with their raw materials and sell the finished goods for them. The earnings both of home workers and of those in special workshops are increased by weekly grants from public funds to bring them up to a living income.

Perhaps the most important advance which has taken place in recent years in the care of the blind is the great success in finding jobs for them in ordinary factories where they can earn a living wage in a wide variety of occupations and where they can work on equal terms with their seeing fellows. Already there are more than 1,500 blind factory workers, and the number is steadily rising. Skilled jobs for which the blind use special instruments which will measure accurately to less than 1,000 parts of an inch are gradually replacing the simpler types of factory work, and the National Institute's employment officers, all of whom are partly blind themselves, work in close touch with local societies for the blind and with officials of the Ministry of Labor throughout most of the country.

There are also some hundreds of blind shorthand-typists and telephone switchboard operators and many musicians and physiotherapists, as well as a smaller number of blind professional men and women, including lawyers, ministers of religion, teachers, businessmen and administrators of many kinds.

The National Institute also runs what we call Homes of Recovery where adults who lose their sight go to learn to be blind.

Many blind people are above working age, and of course their chief need is for money enough to allow them to live without having to beg from their neighbors or from the public. Since July 1949, Britain's government has taken over responsibility for this help. Elderly blind people now get a state pension.

Throughout Britain, local authorities in the towns and countryside have for years had the duty of looking after the blind by providing teachers who call regularly at the homes of blind people in their districts, and by maintaining special homes, hostels, and clubs for the blind. Sometimes the local authorities do this work themselves, but it is more usual for them to entrust it to voluntary societies, many of which already existed before the government began to help the blind.

In addition to the education, training, employment, and general social care which blind people need, they also have many special requirements which can only be met nationally: these include braille books, magazines and music, special equipment of all kinds, and circulating libraries. There must also be research into new careers for the blind and into all other aspects of blindness and measures to prevent blindness; and, of course, it is vitally necessary to keep in touch with organizations for the blind throughout the world. The National Institute for the Blind does these things, and the opinions of the blind themselves carry much weight in all aspects of its work, a third of its governing body and many members of its staff being blind people.

We do not, of course, pretend that we have yet a complete and perfect system of blind welfare in Britain. We do believe, however, that the close link we have established between private organizations and the government, and the fact that blind people play such a full part in the work, are the surest ways which have so far been found of meeting the needs of all the blind with intelligence and understanding.

CONFERENCE OF HOME TEACHERS

The Mid-Western Conference of Home Teachers will meet on May 11-13, 1949 at the Colonial Hotel in Springfield, Missouri. Address requests for accommodations to: Reservation Clerk, Mid-Western Teachers Conference, Colonial Hotel, Springfield, Missouri. A reservation committee will work through the hotel. The rates are: single, $3.00-$4.00; double $4.50-$5.50; two double beds to a room, accommodating four, $9.00, or $2.25 each; twin beds, $6.50. All rooms with private bath.

Tentative Program. Between 6:30 and 8:30 A.M. on May 11, registration will take place at the Colonial Hotel. At 9:00 A.M., the conference will get under way with an invocation, followed by welcoming addresses by Otis A. Barberic, Mayor of Springfield, Clark C. Nevin, president of the local Lions Club, and Martha Brennan, president of the conference. Mr. Paul Shelton will then conclude the morning session with a talk on "The Welfare of the Blind", as sponsored by the Lions Club.

During the afternoon, problems relating to home teaching may be discussed. The speaker is to be announced later. The conference is planning on holding a display of craft articles made by the home teachers from all the states represented. Every member of the conference is invited to contribute articles.

In the evening, Miss Evelyn C. McKay of the American Foundation for the Blind will give a talk on "A Birds-eye View of Home Teaching in the United States." Entertainment and light refreshments will conclude the evening.

On the morning of May 12 the conference will continue at 8:00 with a talk on "Services to the Deaf-Blind," by Mrs. Dorothy Bryan, director of services to the deaf-blind of the American Foundation for the Blind. Between 9:00 and 10:00, Miss Marie Busch, state supervisor of home teaching and home industries in Missouri, will speak on "What Missouri is doing in Home Industry." Between 10:00 and 11:00, Mr. Roy Kumpe, home teacher of Arkansas Enterprises for the Blind; and Miss Ruth Smith, home teacher from Columbus, Ohio, will speak on "Physical Orientation and Travel." Between 11:00 and 12:00, Mr. J. O. Harris, president of the Harris Canning Com-

pany in Jackson, Arkansas, will talk on "Processing Foods." There will also be a demonstration of Mirro-matic pressure canning. At 1:00 P.M., Mr. C. C. Williford, Springfield's weatherman, will conduct the conference group on a "Tour of the Ozarks."

In the evening, a banquet will be held at 6:30 in the Colonial Hotel, at which Mrs. Etta M. Crews, program chairman of the conference, will be toastmistress. Professor Walthers, director of the Department of Arts and Crafts at the University of Missouri, will be a speaker. Entertainment, square dancing and music will complete the program. Banquet tickets will be $2.00.

On the morning of May 13 a business meeting will take place.

Please note that this is only a tentative program and that the program committee expects to engage other speakers in order to enrich the program.

TEACHERS OF THE DEAF-BLIND

The following special courses will be offered this coming summer at the Horace H. Rackham School of Special Education, Michigan State Normal College, Ypsilanti, Michigan.

Education of the Deaf-Blind Child. (2 or 3 sem. hr.) A study of particular problems in the education of deaf-blind children, including instructional approaches, teaching materials, and the use of special aids. Opportunity will be provided to observe the instruction of a laboratory class of deaf-blind children. (Sponsored in cooperation with Perkins Institution and Massachusetts School for the Blind and the American Foundation for the Blind.)

Student Teaching (2 or 3 sem. hr.)

Observation and laboratory practice with deaf-blind children (2 or 3 sem. hr.)

Other offerings of interest to teachers of deaf-blind children are: *385 Essentials of Language Development and Reading for the Deaf* (3), *472 Advanced Problems in Speech for the Deaf* (2), *491 Teaching School Subjects to the Deaf* (2), *372 Teaching Speech to the Deaf* (3), *493 Speech Reading for Children* (2), *378S Hearing Aids and Acoustic Training* (2), *401B Testing Auditory Acuity* (2), *Demonstration class for nursery and for primary deaf children.*

Tuition Fees: Undergraduate—six semester hours, Michigan $24.50, Non-resident $34.50; Graduate—six semester hours, Michigan $35.00, Non-resident $90.00.

ERRATA

Those who were overwhelmed by the accomplishments of Thomas Hasbrook as recounted in the March *Outlook* will be relieved to learn that he is *twenty-eight* instead of twenty years old. We are sorry for the typographical error.

Occasionally we print articles or fillers which have been on hand for some time. "Work for the Blind in India" (March) was written more than a year ago and some of the facts and figures mentioned have changed slightly since that time. Mr. Roy is not now secretary of the All-India Lighthouse, in fact he is teaching at the New School for Social Research in New York City. We try not to leave a held-over article "dated", but slip occasionally, as in this and the Pierce Knox article.

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FOR THE BLIND
and
THE TEACHERS FORUM
15 West Sixteenth Street,
New York 11, New York

P. C. POTTS, PH.D.
Editor
EMILY J. KLINKHART
Circulation Manager

SUBSCRIPTION PRICE $2.00 PER ANNUM
BRAILLE EDITION - $1.00 PER ANNUM

GENERAL WORK FOR THE BLIND BY THE NATIONAL BLIND WELFARE ASSOCIATION

SALLY C. F. KIANG

In China with a population of four hundred and fifty million there are probably two million blind people. One source estimates that there are at least 1,200,000 entirely blind, about 5,000,000 with one eye and around 20,000,000 partially blind. Most of them are peasants and poor people; the war occasioned a large number of visually handicapped persons, too. There is an almost infinite variety of eye diseases which may lead directly or indirectly to blindness. The most common and widespread causes of preventable blindness in this vast country are: 1. Phlyctenular conditions; 2. Trachoma; 3. Venereal diseases; 4. Tuberculosis; 5. Avitaminosis; 6. Injuries; 7. Refractive errors; 8. Glaucoma; and 9. Some general diseases.

These conditions result primarily from ignorance and poverty. In this overpopulated country eighty percent of the people are illiterate, with low standards of hygiene and sanitation, bad ventilation and diet deficiencies. Everywhere in rural districts, as well as in the cities, disease is found among the poor. There is nothing for the blind person to do but beg, and finally he or she will either commit suicide or die of disease. Poverty makes them blind, blindness makes them poor, and death results from poverty and blindness together.,

In 1942, during the war, the National Blind Welfare Association was founded in the war capital of Chungking by a group of prominent leaders, and funds began to be raised in China, America and England to support its work. During the first few years there were only twenty schools for the blind located in free China. After V J day the work was extended to the blind schools in the liberated area of China. The work of the association in the care, education and rehabilitation of the blind and the prevention of blindness has greatly expanded. There are now thirty-seven schools and homes for the blind, eight deaf-mute schools, two blind soldiers' camps and twenty-nine clinics supported by it. In the institutions there is a total of 3,373 inmates—2,767 blind and 606 deaf-mutes—with a total staff of 310. These schools are scattered throughout the length and breadth of China—in Shanghai in the east, Foochow in the southeast, Canton in the south, Kunming in the southwest, Chengtu in the west, Lanchow in the northwest and Mukden in the northeast. The Hill Murray Institute in Pieping in the north was the earliest one founded, in 1874. About 90% of the blind schools are controlled by missionary bodies, the rest being either provincial or private. For academic training all the schools have primary grades and some have junior and middle school grades and kindergartens. The pupils learn Union Mandarin

Mrs. Sally Kiang is a graduate of Ginling College; she also attended Oberlin Conservatory and Columbia University. She has had experience as a teacher, as dean, and also as principal of a girls' high school in Shanghai. At present she is enrolled in the Home Teacher Training Course at Overbrook School for the Blind, and hopes to engage in work for the blind upon her return to China.

Braille and local dialect braille. The industrial work is an important part of the school program, and serves the purposes of teaching self-reliance and self-support and actually helping with the finances of the institutions. Pupils are trained to do different kinds of manual work, but as a rule the boys learn caning, bamboo and straw work, while the girls learn knitting, sewing and weaving. A majority of the blind people are attracted by the subject of music, and organ and piano lessons are generally taught. Many of the pupils participate in local concerts with great success.

From a few short reports of schools as illustrations, one can easily learn about the present condition and situation of the schools:

1. *Ming Sum School for the Blind*
   Location—Canton, Kwangtung
   Year of founding—1889
   Controlling body—Presbyterian
   Number of inmates and staff—inmates: 77 (girls 53, boys 24); staff: 13
   Educational and industrial. Besides studying the regular courses of study prescribed by the government for primary and junior high schools, the children learn to knit, to sew, to play the organ, piano, harmonica and flute. They are taught massage and how to make brooms and to grind wheat into breakfast food and flour. The school is planning to enlarge the workshop. School work is done in Cantonese, Mandarin and English braille. In January 1947, they gave a concert in the Y.M.C.A. in order to raise funds to repair the largest dormitory building. Incidentally, the concert was a great success; there was an audience of over one thousand people and about three and a half million dollars were raised. Another project initiated was that of asking the women in the church groups to "adopt" some of their children, that is, to be a mother to the children by visiting them here at the school, bringing them small gifts, taking them out for a meal or to their homes for a night occasionally. This would make the children feel that someone cared for them as individuals. Thus far ten women have each taken a child as their special responsibility. The school is desperately in need of an additional workroom for the boys; as they have more boys than ever before and have a waiting list of twenty. The greatest difficulty is to find employment for the blind after they leave the school, no matter how well-prepared they are.
2. *Sin Kwang Blind School*
   Location—Kien-ow, Fukien
   Year of founding—1906
   Controlling body—the Charities Board
   Number of inmates and staff—inmates: 41; staff: 1 male, 4 female
   Educational and handicraft training. The story of this little home in 1946 is a story of reconstruction and fresh beginning. The war years had greatly disturbed their educational work; some of the children will never pick up what they lost. They are now working at weaving and spinning. Due to inability to obtain wool there were very few knitting orders—the most advantageous way of earning. All the children have to make their own lesson books of any sort of paper; it is hard work for them and for the teachers. There are three classes and a kindergarten. The pupils are always delighted to sing, to read braille, and do drill work. One U.S. naval officer was so struck by their happy spirit that he afterwards sent fifty dollars to the school. They have heard casual Chinese visitors going away exclaiming, "Truly these blind people are not in the dark, they know more than we do."
3. *Fryer School for the Blind*
   Location—Shanghai
   Year of founding—1911
   Controlling body—Private
   Number of inmates and staff—inmates: 87 (51 male, 36 female); staff: 14

Educational and industrial training. The year 1946-1947 has witnessed the efforts made by the school to try to regain what it lost during the war and at the same time to improve and expand the various activities. The school has primary and middle school grades, a kindergarten, a special class, and a remedial class. The students can read Union Mandarin, English and Hankow dialect braille. They make the best use of all the braille books in English and Chinese. If it is possible to have volumes of Chinese literary pieces, stories and reference books transcribed into braille, the students will have a better opportunity to study the national literature. The workshop was reopened in 1946. The total output of the shop supplies 4% of the annual income. The blind art workshop has five blind weavers and four seeing framemakers. During the prewar years, it was the custom to have every class devote two half days per week to specialized training in either basketry or chair caning. But at present it is impossible to engage a teacher and the high cost of raw material makes it impossible for the school to afford the waste in learning, etc.

4. *Kopu Blind School*

Location—Kopu, Kweichow
Year of founding—1944
Controlling body—C. I. M.
Number of inmates and staff—inmates: 30 (9 male, 21 female); staff: 6

Educational and industrial training. The staff and pupils of the Kopu Blind School live and work among the poorest people of China and at this time of the year they have very little food even for their minimum needs. In view of this and the difficulty of raising local funds, they depend entirely upon the fund from the association; otherwise they would have to close the school and leave the poor and helpless children homeless. The students come from various places; the customs, dialect, blood etc., of each is entirely different. Among the thirty inmates there are Miaos and Ye (another semi-aboriginal tribe). The standard of education is exceedingly low. The school has only the lower primary grades; they learn Mandarin braille as well as music. Their manual training emphasizes flax, bamboo, and straw work. In April of this year (1946) one third of the pupils suffered from measles and six died.

The purpose of the Association is to promote the welfare of the blind by extensive propaganda and the proper education of the public so that people may understand the importance of taking care of their eyes and the seriousness of loss of sight. In the prevention of blindness, work ever since the founding has been confined to opening trachoma prevention clinics and working with missions, hospitals, local health authorities, and university medical schools. The clinics usually give free treatment and even medicine. The undernourished refugees and the lower classes have been particularly benefited, although it is often difficult to persuade them to come for treatment. In twenty-seven clinics during the year a total of 277,702 patients were treated. Beside the clinical activities and the propaganda and education of the public the following work has been done during the current year:

1. Lantern slide projection—some movie theaters are used for projection.
2. Distribution of printed matter such as posters or pictures, handbills, slogans, slips, pamphlets. The slips are often posted on the walls of public places.
3. Advertising—notices of activities are put in newspapers.
4. Publishing of medical articles written by ophthalmologists.
5. "Wall Papers" are displayed to the public, and crowds of people read them.

The greatest difficulty is to find employment for the blind when they leave school. Both in ancient China and at the present time,

blind men have been trained to be fortune-tellers, and on the streets or at the fairs they are often found in their cubicles. In olden times they often appeared street-hawking and labouring at pumping water in mines, grinding grain, irrigating fields, carrying coal, etc. Story-telling is another occupation. It seems that music is a main employment of the Chinese blind. They play and sing at festivals, in homes, in tea shops, and in restaurants. Since schools have been established, some of them become teachers in their own schools or in a few cases in other schools. Some of them are employed in caning, shoemaking and weaving. In general, students find it hard to secure employment after they leave school, and in some cases they even go back to the occupation of fortune-telling.

The Association has started to do some braille literature work, and produces monthly braille magazines and books which are distributed among all the schools for the blind.

Though the organization is rather new and young, significant work has been done by providing educational, industrial and medical assistance for the blind.

RAISED LINE DRAWINGS FOR THE BLIND— A NEW SOLUTION TO THE PROBLEM

CLIFFORD M. WITCHER, PH.D.

MANY READERS of this magazine are no doubt keenly aware of the inconvenience and difficulty which have always been connected with the production of diagrams or sketches for use by the blind. The familiar cork board, with its pins and string, or rubber bands, first used extensively by the blind mathematician Saunderson more than two hundred years ago, still occupies a place in many classrooms for blind students. The toothed wheel (tracing wheel or spur wheel) is fairly satisfactory for producing raised dotted lines on paper, but the fact that the lines are produced on the under side of the paper leads to much inconvenience. It is quite difficult and time consuming for a blind person working without sighted help to produce good drawings with a tracing wheel. The raised drawings which appear in braille textbooks all had to be originally produced on metal plates, either by laborious hand-tool methods or by a braille map-making machine. Thus there has always existed a very pressing need for some relatively simple method by which raised line drawings of satisfactory quality could be produced with ease. Furthermore, in order that the method should have maximum utility and be usable by the blind themselves, it should yield raised lines on the *top* surface of the paper.

Since the beginning of the American Foundation for the Blind's technical research department, more than three years ago, almost constant thinking and experimenting has been carried on in an attempt to find a workable solution to the raised line drawing problem. Literally scores of ideas have been examined experimentally, and many more have received some thought. It was, however, not until December 1948 that the long hoped for solution was finally attained.

Actually, the solution was discovered by Mr. H. P. Sewell, while carrying on research

Clifford M. Witcher, Ph.D., is a research engineer in the technical research department of the American Foundation for the Blind.

on the problem at the request of the technical research department. The effect upon which the new drawing method is based is so unique that Mr. Sewell has applied for a patent in connection with it. However, this patent will in no way ever interfere with the use of the method by or for the blind. Its extreme simplicity makes the new technique quite suitable for independent use by the blind, not only for the production of drawings, but even for the practice of handwriting. Thus it can be justly said that the method opens up a rich new field of endeavor for the blind.

Briefly, the process consists of drawing with a modified form of ball-point pen on a sheet of special cellophane which rests on a flat sheet of gum rubber. Raised lines are produced on the top surface of the cellophane whose height and appearance depend somewhat on the downward force applied to the pen when drawing. Heights of lines up to 1/32 inch (somewhat higher than braille dots) can be obtained without puncturing the cellophane. The lines appear to the touch to be dotted, with the dots spaced about 1/20 inch apart. These "dots" are in reality what might be described as gathers in the cellophane, and the explanation of their origin will be given below.

Common varieties of cellophane, used extensively for wrapping purposes are not at all suitable for the new embossing process, (1) because they are too thin, and (2) because they will usually puncture before enough force can be applied with the drawing pen to yield a satisfactory raised line. After experimenting with many kinds of materials, it was found that a special type of moisture-resistant cellophane, 0.0017 inch thick, was most satisfactory, both from the standpoint of cost and that of performance. In the embossing sets now being distributed by the technical research department, packages of 100 sheets of this special cellophane are supplied as standard equipment.

A variety of pure gum rubber in the form of a sheet 1/16 inch thick and having a very highly polished surface was found to be the most suitable as backing for the cellophane. In the present drawing sets, this rubber is cemented to a Masonite board 8.75 x 13 inches in dimensions and provided with two screw type clips near one of its ends for anchoring the cellophane.

The modifications of the ball-point pen mentioned above consist of (1) replacement of the ink by a colorless lubricant, and (2) the use of a ball somewhat larger than that found in most conventional pens. The balls in the present embossing pens have a diameter of 0.045 inch.

To make the present drawing sets practical for geometrical and other types of diagrams, a means had to be found for placing braille letters or numbers on the cellophane at any desired location. This has been accomplished through the use of a hollow stylus and a single-line upward writing slate. (As some readers may know, such upward writing braille slates were made as far back as twenty-five years ago. However, the impossibility of attaining a satisfactory writing speed with them renders them quite undesirable except for lettering purposes, such as the application just described.) These styli and slates are furnished as standard equipment in the present drawing sets. The slate, which is only 1/2 inch wide, may also be used as a straight edge.

Recently a standard type of drawing compass has been adapted to produce raised circles by fitting it with a ball point like that in the embossing pen. It is planned to distribute these compasses as supplementary equipment.

For handwriting practice, the use of the Q-V-L Writing Guide, developed and sold by Dr. Robert A. Marks, Q-V-L Box 8, Queens Village, New York, has been found justifiable. The technical research department can supply sheets of gum rubber cut to

fit the board of this writing guide. However, the guides themselves should be ordered directly from Dr. Marks.

The theory of the effect by which the raised lines are produced is now fairly well understood. When the point of the drawing pen is pressed downward against the surface of the cellophane, a depression is, naturally, produced. The significant fact, however, is that the downward force of the pen results in a permanent stretching of the cellophane in the neighborhood of the pen point. When the pen point begins to move over the surface of the cellophane, the rubber which was pressed down by the point springs back. The permanently stretched cellophane is pushed upward by this spring action, so that the deformation in the cellophane is transformed from a depression into an elevation. The result of the motion of the pen point is thus a raised line.

The rather peculiar dotted appearance of the raised lines led to an entirely incorrect interpretation of the theory during the early stages in the development of the process. It was thought at first that this characteristic dotted appearance was due to a vibratory motion of the point of the drawing instrument produced by the combined action of the rubber and cellophane. However, this has now been shown to be incorrect through a very simple observation. It is found that, with a very light downward force of the pen point, raised lines are produced which are entirely smooth. (Unfortunately, they are not quite high enough to be useful tactually.) As the force exerted by the pen point is increased, a region is reached at which the dotted appearance occurs sporadically. Further increase in downward force yields lines which are continuously dotted. It can thus be inferred that the dotted appearance actually results from a permanent stretching of the cellophane *in the direction of motion* of the pen point. Thus the dots may be described as "gathers" which are produced along the path of the pen.

Although the dotted character of the lines may serve to interfere somewhat with the tactual perception of detail, they also serve to create a much higher line for a given resistance to the motion of the pen than would be created without them. However, since very smooth lines are sometimes highly desirable, studies are currently being carried on with other plastics to try to find a material which will give smooth raised lines of sufficient height (greater than 0.015 inch) for tactual use. The most promising material discovered so far is cellulose acetate in thicknesses of 0.0015 to 0.002 inch.

During the course of our research on raised line drawing methods, several other discoveries which may be of some interest were made. It was found, for example, that, by exercising a little more care in drawing, an ordinary ball-point pen could be used. The resulting lines are visible, because of the ink, as well as being raised. If a few seconds are allowed after drawing a line before it is touched, staining of the fingers with ink can be avoided.

A variety of semi-transparent latex was discovered which was quite similar in surface and elastic properties to the gum rubber described above. In cases where charts or graphs appearing in an inkprint text are large enough for use by the blind, these may be traced out directly on cellophane by a seeing person. The cellophane and transparent latex sheet are simply laid over the printed page and the drawing traced with the embossing pen.

Numerous schemes were tried in the early stages of the research with a view to obtaining raised lines on the top surface of paper. A few were successful, but none afforded the ease and convenience of the cellophane technique. About three years ago, Mr. C. G. Ritter, of this department, observed that

raised lines could be produced on paper by allowing the paper to rest on a plastic sheet the surface of which was covered with many upward projections. A pencil, or any other blunt-pointed instrument could be used for drawing by this method. The chief disadvantage of the method lay in the fact that the lines were never clear-cut, actually being raised bands rather than lines.

At about the same time the writer developed a device consisting of two parallel metal strips fastened securely together at one end. One of the strips, which was to be slid under the drawing paper, was provided with a single raised dot near its free end. The other strip, suspended above the paper, was provided with a felt tip which pressed downward on the paper directly over the position of the dot on the lower strip. This device could actually produce smooth raised lines with heights up to about 0.01 inch. It was cumbersome to work with, and it possessed the further disadvantage that the rubbing of the felt over the paper tended to erase the raised lines even as they were being formed. It is this effect which limited the height of the lines to 0.01 inch.

Still another rather interesting, but not very useful, method for producing raised lines on paper was discovered some months ago by Mr. Sewell. In this method a piece of ordinary bare copper wire, approximately 1/32 inch in diameter, was laid under the paper. If a V-shaped tool were then brought down onto the surface of the paper with the wire lying between its points, a very beautiful raised line could be produced by moving the tool. It was, of course, necessary that the wire beneath the paper always move in such a way that it lay between the points of the tool. This method might perhaps have application to the production of very simple drawings, such as series of parallel lines or rectangles.

BROOMS FROM SIGHTLESS CRAFTSMEN

GENEVIEVE BECK

When I came to the Connecticut Institute for the Blind in Wethersfield, as a telephone switchboard operator and receptionist—a post which I do not need sight to fill—I knew that blind people made brooms, but I didn't know just how. When I learned that broommaking was an important trade at the Institute, I determined to satisfy my curiosity.

Reprinted from the December 12 issue of *The Hartford Courant*.

The writer of this article, herself blind, has been employed in the Department of Trades of the Connecticut Institute for the Blind on Ridge Road, Wethersfield, as telephone switchboard operator for the past year. She has had some fiction published and was a former student of creative writing at a midwestern university.

Andrew Heigelmann, the foreman, was good enough to explain it all to me, and to show me around. Once I got used to the roar of the machines, I could hear what he was saying. Perhaps you, too, would like to know how blind people make brooms.

It all starts with the broom corn, or hurl, as it is called; and I touched it all around me, stacked in bales weighing 200 or more pounds each.

"This hurl has to be sized, sorted, stemmed and dyed before it's made into brooms," Mr. Heigelmann told me.

Tony Kurstikowski, a totally blind man, took care of the sizing operation. First of all,

he gauged his stalk of hurl, holding it in a vise while measuring it. This was thrown into a container and taken mechanically to a saw where the surplus stalk was cut off. Moving belts conveyed the stalks of hurl to their proper boxes underneath.

Joe Stuto, who has been at the Institute only a few months, was sorting the corn. This operation is easy, and well suited to a beginner.

Jim Carney was stemming the sorted hurl. This seemed simple, too, and I decided to try it. After diligent searching, I found the thick stem with suckers on it and pulled it out. It was exactly in the center.

John Foley, an old-timer, carried the treated hurl into the basement to be soaked overnight in a natural green solution. It is with the dyed hurl on the following morning that the technical part of broommaking begins.

Mike Renkiewicz has been a winder for many years. He worked so fast on his factory broom that I thought I could never follow his operation; but when he began a new broom, I watched very closely.

He passed a wire that was wound on a large roller through a hole at one end of the handle. It looked as if he were threading a giant needle. He tightened the first layer of hurl with this wire, then put in place two bunches of hurl, one on each side of the handle, to form the shoulders of the broom. He hammered these down and whacked off the thick edges with a sharp knife.

"Now the turnover!" shouted Mr. Heigelmann, above the clamor of the clattering machines.

Mike spread hurl alongside the handle, tightened it with wire, and turned it over the shoulders. He shaved the edges which stuck out from underneath to a sharp point just like a pencil. Over this he spread long hurl, and tightened it at the neck with about eight strands of wire, making the first girt. Then followed two other similar girts about an inch apart, leaving two balls. He finished his whole operation by banging a tack into each of the girts.

Joe Davis, also a winder, was making Fox's house brooms, No. 6. These are made especially for G. Fox and Company. For these brooms he used white handles and the shorter, finer hurl. The balls of these brooms are covered with green velvet cloth, and instead of the wired girts of the factory brooms, there is a rundown of wire and an elaborate spiral finish.

On our way to the hackling machine, the foreman called my attention to some barn brooms, No. 10. The hurl on these was long and coarse, and the center was reinforced with Palmyra reed. He told me that rattan was also used for this underwork.

Arthur Dana, known as Doc, was scraping brooms on the hackling machine. Mr. Heigelmann stitched one of them on the stitcher, and let me try another. What I enjoyed most of all, though, was trimming a broom by pushing it against the cutters.

Never in sweeping a floor had I stopped to think of the many processes required to make a broom. I hate to admit that I never knew that such a plant as broom corn was grown. I turned to Mr. Heigelmann at the door, and asked him how many dozens of brooms his men turned out in a day.

"Well, there are nine of us now and we put out about six dozens," he answered.

That these blind men can manufacture brooms in their small factory is proof that they can manufacture other useful articles in other factories. The problem is to convince employers of this. If they would only visit the broom shop, as I have done, they would be bound to change their point of view. There are machines, of course, which are dependent on eyesight, but there are many machines which blind people can operate as well as sighted people, and often even better.

All they ask is to be given this opportunity to become useful, independent citizens by being given a share in industry.

ON THE BLIND WALKING ALONE, AND OF GUIDES

W. HANKS LEVY, F.R.G.S.

"The blind man who governs his steps by feeling, in defect of eyes, receives advertisement of things through a staff."—Digby

THE ABOVE GRAPHIC LINES show that the phenomenon of the blind walking alone in the streets was by no means uncommon 250 years ago, but the antiquity of this practice is far greater than the time of Digby, for we find in Holy Writ, that as early as the propagation of the Levitical law, the self-reliance of the blind in walking abroad without a guide was recognized and protected by the special command of Jehovah himself; thus we have in Leviticus xix, 14, "Thou shalt not curse the deaf, nor put a stumbling-block before the blind, but shalt fear thy God. I am the Lord." And in Deuteronomy xxvii, 18, "Cursed be he that maketh the blind to wander out of the way. And all the people shall say Amen." These passages forcibly show the special care of God, and are a striking rebuke to those shallow philanthropists who wish to prevent the blind walking alone, and thereby to deprive them of personal freedom, and so to aggravate the affliction of loss of sight.

It is not only in the sacred Scriptures that records are found of the independence shown by the blind of antiquity, for in the Greek mythology the subject is referred to in a most remarkable way. The ancients were so much struck with the circumstance of the blind walking alone, aided only by a stick, that, in their usual way, they made it a miraculous gift of the gods, and handed it down as an article of faith, that when the ancient prophet Teresias was deprived of sight for an offence against the gods, he was compassionated by the goddess Chariclo, who in pity for his misfortune gave him a staff, by which he could conduct his steps with as much safety as if he had the use of his eyesight. The importance to every blind man of acquiring the power of walking in the streets without a guide can scarcely be exaggerated. Loss of sight is in itself a great privation, and when to it is added the want of power of locomotion, the sufferer more nearly approaches the condition of a vegetable than that of a member of the human family. Of course he who possesses the ability of walking alone is not obliged always to practise it. If circumstances enable him to accomplish more by having a guide, it is desirable for him to do so; but even in this case the knowledge that he is not utterly dependent on a guide, and that if he were to be left alone at any moment he would be master of his own actions, and be enabled to direct his steps through the world, gives to him such confidence and comforting self-reliance which no other possession could afford. With the mass of those who are blind, however, there is little choice; they must either walk alone or sit still; and as health of body, tranquillity and vigour of mind, and the attainment of

Reprinted from *Blindness and the Blind: or, A Treatise on the Science of Typhlology* (pages 68-77), published in London, England in 1872. Portions of this article, particularly reference to the long cane and the Seeing Eye gander, seem of sufficient current interest to justify its reprinting.

the means of subsistence largely depend upon the power of moving at will, it is felt desirable to offer a few hints to facilitate the acquisition of such an important object. One of the greatest aids to him who would walk by himself is a stick; this should be light and not elastic, in order that correct impressions may be transmitted from the objects with which it comes in contact to the hand of the user. The handle should be somewhat like a hook, and sufficiently large to be grasped firmly, so that it may not easily be knocked out of the hand; of course the stick should be suited to the height of the individual, but it should be rather longer than what would be used by an ordinary person of equal stature, and it should always have a good ferrule, that the length may not vary; the stick should usually be held in the right hand and placed horizontally about six inches in front of the person in an oblique position from the right hand to the ground. The hand should grasp the hook so as to be covered by the stick, and thus be shielded from injury when coming in contact with a post, or other similar object. When stepping, the stick should be waved alternately from right to left to correspond with the movements of the feet; thus when the right foot moves, the stick should feel on the right side, when the left advances it should touch the left side; and as the stick should always be held about six or nine inches from the feet, the ground will always be examined before being actually trodden. When danger from coming in contact with an object is apprehended, the regular motion of the stick from right to left should cease, and it should be instantly placed before the person in an oblique position, as above named, and should only touch the ground on the right and left sides at comparatively distant periods, it being borne in mind that the use of the stick is not only to discover the nature of the ground, but also to defend the walker from objects at rest. The left arm should be placed horizontally close against the chest, so as to be immediately advanced on the apprehension of danger. The pedestrian should keep in the middle of the pavement, so as to avoid alike the posts on the kerb, and the projections from the houses. His posture should be perfectly erect, that his face may not be injured by coming in contact with various objects. As little noise as possible should be made with the stick, and all the motions and actions of the walker should correspond, as far as practicable, to those of the sighted man, for the less notice that is attracted by the blind in the streets the better for their comfort. On coming to a step, its depth or height should be gauged with the stick, and this operation should be rigidly carried out, as the life of the individual may depend on the result. Comparatively quiet streets may be crossed without a guide, but those with considerable traffic should never be attempted. Just touching a first passer-by, and asking him to lead you across is much better than risking your neck or shattering your nervous system; and what if some churlish man refuse? such an one is his own tormentor, and may well excite our pity instead of provoking anger. But in general it will be found that ninety-nine persons out of a hundred will be delighted on the slightest solicitation to be for one moment eyes to the blind. On crossing a street without help all the faculties should be called in play to ascertain if danger exists. Before starting, the stick should gently sweep the ground in front, and no running should be attempted, the pace should even be slower than on other occasions. The greater the probability of danger, the more caution and self-possession are required. When steps, or other similar hindrances, are anticipated, the stick should be advanced to its full length, so as to perceive, at the earliest possible moment, the circumtances of the position. If the path be found strewn with loose earth, etc., it is a sign that caution is necessary, and the nature of the materials covering the ground

will often indicate the kind of danger to be expected; the determination of this point is very much aided by the muscular sense as exercised through the feet, and for this reason thick shoes are objectionable. It may be mentioned that a light umbrella may be found useful. When not employed to keep off rain, it should be carried by the middle in the left hand, in which position it will be of occasional service in detecting objects on that side. The sense of hearing, it may readily be imagined, is a very great assistance, especially in recognizing the approach of persons and things. By its means the precise distance of vehicles may be ascertained, and it also detects the number and kind of foot-passengers that are near. To enter into a lengthy description of the services rendered by the auditory nerve to the blind who walk alone would be superfluous, as knowledge of this kind can only be obtained by experience, and all that is now attempted is to point out the course that should be pursued; and we do so in the full persuasion that the more such a mode is practised, the greater will be the knowledge and enjoyment of those who undertake the task.

It may, however, be remarked that when the clink of a chain is heard on the pavement, it may be inferred that barrels are being lowered into a cellar, in which case he who would avoid danger had better call out, and ask if "he can pass?" and the same should be done on hearing the sound of falling coals, or of any similar things on the pathway. The sense of smell is also of great importance to the blind pedestrian. He may be aided much by noticing the particular odours connected with different places, e.g., the scent of paint shows that a house has been newly painted, and therefore is to be avoided, unless he would spoil his clothes. The smell of beer, or of a damp, ill-ventilated place, shows that a public-house or other cellar is open; the scent of tarred sacks indicates that the iron over a cellar has been removed that coals may be delivered. The following shops may also be found by smell: grocers, butchers, bakers, oilmen, drapers, stationers, shoemakers, chemists, etc. By cultivation very minute differences may be perceived, such as telling a haberdasher's from a draper's. Scent will also enable a person to detect the approach of a sweep, or of a man carrying a bag of flour, and thus be the means of enabling him to avoid the effects of contact with them. The unrecognized sense, which we call "facial perception" often enables a person to recognize by sensation the nature and position of posts, the existence of private houses, shops, and blank walls, etc., and for further remarks on this subject the reader is particularly referred to the pages on The Unrecognized Senses, and to the portion of this work which treats of the five ordinary senses. With regard to the distance that may be travelled without sight, persons have been known to walk from Manchester to London, and some to traverse every part of the kingdom, as beggars and strolling players. When in Paris, a few years ago, we greatly surprised the blind with whom we came in contact by describing the way in which their English compeers traversed the streets of London, as walking without a guide seems quite unpractised by the French blind.

We cannot quit this subject without inserting an account of a village carrier, whose conduct forcibly illustrates the matter in hand:

"A stranger passing through Godalming on any day save Sunday at about noon, could not fail to be struck with the appearance of a cheery-looking old man, with a number of parcels and bundles hung about him in all sorts of impossible ways, and a small twisted brass horn slung from his neck. On closer inspection, he would perceive that this little hale old man, posting along at a rapid rate with a stout stick in his hand, but making no uncommon use of it, is blind, although an extraordinary intelligence lightens up the

features and takes away that painful and melancholy look which often accompanies blindness in those who are the subjects of that greatest of privations. That is old George Marden, who for upwards of twenty years has acted as carrier between Humbledon and Godalming. During the whole of that period he has been totally blind. He is now considerably over seventy years of age, and yet he daily trudges between these places, which are four miles apart, calling wherever he is required, and discharging the responsible duties of his vocation with unerring accuracy. The road which he traverses is exceedingly intricate, being chiefly paths across commons, and otherwise involved, and he often has to make divergences for the residences of persons living off the main track. But old George never stumbles. A blast from his little horn makes known his approach, and whether at the cottage of the humble, or the mansion of the rich, there are few more welcome visitants, for he is a great importer of news and gossip, and never arrives empty-handed. During the severe snowstorms of last winter, when the paths which he traversed were completely obliterated, and it would have puzzled the keenest sighted individual to have made the journey, George Marden never missed a day, and it is believed never wandered out of his road an inch. Indeed, the old fellow's other perceptive faculties are wonderfully acute, and the inhabitants of Godalming declare that he knows every one of them as he passes, even though they do not speak—a belief which gains strength from the fact that he salutes them by name and never errs. It is said that he makes fewer mistakes than any other carrier in or out of the town, and there is no one who is more implicitly relied on for the performance of those numerous little commissions so often entrusted by the denizens of a village to the carrier to the nearest town. Old George enjoys excellent health, and is reported never to have missed a day since, nearly a quarter of a century ago, he first entered on his career as a carrier." (*West Surrey Times,* May 4th, 1867.)

The treatment of this branch of the subject would be far from complete were a passing mention not to be made of guides. When the cost of such an assistant can be met, and it is deemed advisable for anyone to avail himself of such service, the greater amount of intelligence possessed by the person engaged, the better will he be enabled to discharge his ordinary duties, and also to report accurately to his employer the nature of various circumstances that meet his view; but above all things, a father who is without sight should shrink from depriving his children of any advantages to make use of them as guides. He should remember that his children, although they are his offspring, have natural rights, and that by keeping his sons and daughters in a state of ignorance, and drudgery, he is reducing them to a condition far worse than blindness. It is too much to be feared that many parents have a great deal to answer for in this way, and the writer would earnestly impress upon them so to act, that in future years their children may speak of their blind father with thankfulness and pride, rather than with contempt and derision. Not the least remarkable among the guides of the blind is the faithful dog; the breed of the dog usually employed in this way is not much, and the appearance of the animal is far from striking, but his intelligence and fidelity are beyond description. To lead his master through the most crowded thoroughfares unhurt, to turn to the right or left when bidden, to cross roads only when quite safe for his feeble and helpless master to do so, to stand for hours with a cup or hat in his mouth, pitifully begging for pence, and to refuse to quit his charge for the choicest bone even when pining with hunger, are but a few of the virtues of this most instructive quadruped. And it may be noted that creatures with these qualities are common to every clime, and that persons afflicted with loss

of sight, even when combined with deafness, are safe when under the protection of the faithful dog Tray; a little dog brought from the Crimea safely guided his master, who was both blind and deaf, for many months through the most intricate parts of Kent. But the dog has his rival, albeit a very humble one, among the goose tribe, and although it seems scarcely credible yet it is stated that:

"In a village in Germany, a blind old woman was led to church every Sunday by a gander, who used to take hold of her gown with his bill. When he had safely conducted the poor woman to her seat, he would go back to the churchyard and graze there until the service was over. When he saw the people coming out of church, he went back to his blind mistress and led her safely home. One day a gentleman called at the woman's house, and when he found her out, he expressed his surprise to the girl who opened the door. "Oh, Sir," she answered, "we are not afraid of trusting her out, for the gander is with her."

In an early part of this article allusion was made to the injury caused to health by the want of power of independent motion. This result must be so evident, that scarcely any observations upon it are required. It is, however, felt desirable to record here the fact that Dr. Blacklock, the eminent blind philosopher, divine, and poet, ascribed much of the physical weakness and timidity of nature from which he suffered to his not being allowed when young to walk abroad without a guide. And in the article, "Blind," written by him in the *Encyclòpaedia Britannica,* he makes use of the following words when speaking of the blind child: "It is better that he should lose a little blood, or even break a bone than be perpetually confined in the same place, debilitated in his frame and depressed in his mind." Let not any one, however, be alarmed by these words of the learned doctor, for loss of blood and broken bones do not necessarily follow from the blind walking alone; in fact, it is believed that fewer accidents happen to the blind than to the sighted, in proportion to their numbers; and here the writer can speak from individual experience, and also from the knowledge he has of the cases of hundreds of persons in the same situation.

HOPE FOR CONTROL OF RETROLENTAL FIBROPLASIA

The Journal of the American Medical Association for February 26, 1949 (pages 572-578) contains a report on retrolental fibroplasia research by V. Everett Kinsey, Ph.D. and Leona Zacharias, Ph.D., of the Harvard Medical School and the Massachusetts Eye and Ear Infirmary, Boston. The report is concerned with the incidence of retrolental fibroplasia and its correlation with certain nutritional factors. Although no final conclusions are drawn, the report indicates that there is considerable evidence which, if confirmed by further research already on the way, may lead to the control of retrolental fibroplasia, the cause of blindness among so many prematurely born children.

LESLIE DANA MEDAL

The Leslie Dana Gold Medal for 1948, a national award given annually for outstanding achievement in the prevention of blindness and the conservation of vision, was presented on March 25 at a dinner in St. Louis to Dr. Lawrence T. Post of that city. This important award in the field of public health is given upon the recommendation of the Association for Research in Ophthalmology. Dr. Post is professor of clinical ophthalmology and head of the department of ophthalmology at Washington University Medical School. He is ophthalmologist-in-chief at Barnes Hospital, McMillan Hospital, St. Louis Children's Hospital and the Washington University clinics.

FOOT TRAVEL VIA HOOVER CANE TECHNIQUE TO PLACEMENT

PHILIP G. TRUPIN

LIKE FRANCES WRIGHT,[1] I, too, give the com mand "Hi-yo Silver" and my cane and I are on the way. The effectiveness with which I get about after only twenty hours training in the Hoover foot travel cane technique, makes me a champion of this method of travel for the blind.

Harold Richterman, a Hoover-trained foot travel specialist for the Industrial Home for the Blind in Brooklyn, was my instructor and supervisor. The other day he informed me that I had successfully completed my basic training. I had apparently overcome what Martha Miller[2] calls "a blind person's mos formidable limitation."

Silver has been and will no doubt continue to be an invaluable aid in my Professional Supervisors' Vocational Training Course a the Industrial Home for the Blind. Together we hope to serve the blind when the course is completed and I return to Vocational Rehabilitation Service. Silver, in the major role of "bumper" and the minor role of "probe" takes me in and out of the building, up and down the stairs, through the shops and all other parts of the Industrial Home for the Blind, with sureness and safety. My gait is steady and rhythmic and has lost all of that hesitant shuffling. This cane technique serves me well in subways, buses, and other means of transportation.

My enthusiasm for this method of getting about takes on new meaning because I am convinced that it will solve an important problem in the vocational rehabilitation of the blind. I remember only too well that during my two years of experience as placement agent for the New York State Vocational Rehabilitation Service many good employment opportunities did not result in actual placement because of the inability of the client to travel and move about freely. I recall also the many disappointments I experienced when lack of ambulatory ability caused the dismissal of blind people I placed. Permanent employment of the blind is possible only when they develop a maximum degree of independence and do not become the annoying responsibility of their employers or fellow workers.

The employable blind need a standardized cane technique for foot travel. Every blind person applying for placement should be trained by a qualified trainer to use this technique both indoors and outdoors. The method which Mr. Hoover developed at the Valley Forge General Hospital is advocated here because it is the only standardized training and guidance procedure for the use of the cane by the blind. I advocate the use of the cane because it is the most practicable and applicable for the majority of blind people.

[1]Wright, Frances. "Foot Travel Without Sight." *Outlook for the Blind*, February 1947. pp. 37-38.

[2]Miller, Martha. Prologue to "Foot Travel Without Sight". *Outlook for the Blind*, November 1946. pp. 244-246.

Philip G. Trupin is a professional vocational supervisory trainee at the Industrial Home for the Blind, Brooklyn. He was formerly connected with the Vocational Rehabilitation Service for the Blind, of the New York State Commission for the Blind.

The ability to effectively get about should be included in the vocational assets of the blind person's vocational rehabilitation plan. In selling the visually handicapped to industry, the employer should be informed that the person recommended has been trained to operate his punch press, drill, etc., and also trained in standard foot travel technique. He will then know that his blind employee is able to travel to and from the plant; that he will not need the assistance of other employees to get to washrooms, rest rooms, etc., that his use of the indoor travel technique will enable him to get through the aisles with safety and sureness, without disturbing other employees, and without turning over stacked-up materials in the aisles.

It is agreed by those who are concerned with the problem of foot travel by the blind that the "Hoover way" alerts the five natural senses referred to as "aural, olfactory, tactile, kinesthetic, and obstacle." Recorded experiences prove that this state of alertness of the senses becomes habitual, and sharpens them for other purposes besides foot travel. The confidence gained carries over into the productive skills.

One of the most important and serious problems of the blind is their economic rehabilitation. A part of the solution to this problem is to minimize the basic restriction in "the ability to get about".[3] I agree with Mr. Hoover that "a blinded person using a cane to the fullest advantage is recognized as a blind person, but if the actions are engineered effectively, the attention drawn to the person will be favorable attention".[4] It is this favorable attention that will open for the blind many employment opportunities which will translate themselves into placements.

[3]Lowenfeld, B. "Psychological Aspects of Blindness." *Outlook for the Blind*, February 1947. pp. 31-36.
[4]Hoover, R. E. "Foot Travel at Valley Forge." *Outlook for the Blind*, November 1946. pp. 246-251.

THE BLIND MASSEUR IN FRANCE

JOHN PASCAL

BEFORE THE FIRST WORLD WAR, there were, no doubt, few blind masseurs in France. We may suppose that they had no professional training, like the greater number of masseurs of that period. Probably they worked individually on their own account.

After the world war of 1914-1918, resulting in so many of the wounded combatants becoming blind, a school was opened for them in Paris. The studies undertaken were still very superficial, but it was a beginning!

These first masseurs, having received their slight training, were able to work up private clientele, thanks partly to the halo they enjoyed in public opinion after the great war. A certain number of them succeeded in finding employment, especially in military hospitals, benefiting by the posts reserved for those wounded during the war.

Between the two wars, a few special schools for blind masseurs were opened in Paris. The principal one is The Félicien School of the Valentin Haüy Society for the Blind, which is the best as regards organisation. Another deserving mention is the school of massage of Phare de France, the committee of which is Franco-American. I learned

M. John Pascal is a masseur at the Hopital de la Timone, Bureau des Entrees, Boulevard Baille, Marseilles, France

massage in that school before the last war. A third is the federation of the civilian blind. A school for the blind organized by the Sisters of Saint Vincent de Paul also trains a small number of blind masseurs. These schools still exist. All of them are the same, more or less, as to the value and organization of classes, teaching and necessary material, etc. All present their pupils every year at the official examinations to obtain the diploma of massage, given by the state since 1927.

The laws of 1943 and 1946 have organized and regulated the profession of massage, as well as other professions related to medicine. It is necessary to attend high school to be admitted to these schools of massage, or to pass an entrance examination. The classes last two years and include a term of probation in a hospital. Certain facilities are allowed the blind masseurs, to pursue their studies, and qualify for their diploma. The examination in gymnastics should, however, we believe, be only optional.

It would be desirable, for the French schools to imitate the English schools in the training of blind masseurs and take suggestions from these English schools. Their professional training would certainly be more complete. We may hope that the blind gymnasts will become in the future real physiotherapists.

For the last ten years, the board of social assistance at Paris, has accepted a certain percentage of blind masseurs, men and women, on its staff. Also, a certain number of blind masseurs work in the civil and military hospitals. As to myself, I was employed in two hospitals at Toulouse, before becoming attached to a large hospital at Marseilles. I live and work under good conditions.

Some blind masseurs work for the season in thermal establishments. That is what I did last year. Many masseurs work on their own account, especially in Paris, and succeed in making themselves a very good position. There are actually 150 blind masseurs, men and women, grouped in a friendly society connected with the national federation of syndicated masseurs. By this means it is possible for them to defend their own professional interests, as well as those of individual blind and seeing masseurs.

The French blind masseurs have a quarterly newspaper in braille, which informs them in regard to all questions which may interest their profession. It is to be hoped that it may succeed in attaining the same importance and may be as interesting as the Journal of Physiotherapy, published by the National Institute for the Blind, in London.

Massage is certainly one of the professions which is most adaptable for the blind. However, a good education, average instruction, good manners, and excellent morality are necessary.

Needless to say, professional training is very important and one should be well informed in regard to the professional questions of the moment. It is then possible to work in hospitals, in clinics, in thermal establishments, in institutions for massage, etc. To work on one's own account, it is necessary to have a well-equipped consultation room and a comfortable lodging. This is not possible for the great number of young masseurs. Success depends on necessary aptitudes, competency, patience and a strong will.

APPOINTMENT

Miss Katherine Barrett, formerly Co-ordinator for Handicapped Children, Board of Education, Chicago, Illinois, has recently been appointed director of the Bureau of Exceptional Children, Board of Education, Chicago. Miss Barrett directs the work of the sight-saving and braille classes, as well as the classes for the deaf and hard-of-hearing and the home instruction program, and coordinates the medical, social and placement services for the crippled in the Chicago public schools. She is well qualified to fill this position.

BOOK REVIEWS

SOCIETY AND THE VISUALLY HANDICAPPED. By Ras Mohun Haldar. 142 pp. Thacker and Co., Ltd., Bombay. 1948.

Society and the Visually Handicapped is a companion volume to *The Visually Handicapped in India: Education of the Blind* (1943) and was supposed to have followed that book into print the following year. War conditions in India prevented this, however. Since both books were written primarily for an Indian audience, those points are stressed which need emphasis in terms of Indian customs and traditions. The author, Dr. Ras Mohun Haldar, now consultant to the Indian Ministry of Education on matters relating to the physically handicapped, was previously principal of the Dadar School for the Blind in Bombay. He is playing an important part in awakening the educated public to an appreciation of the needs and capabilities of the blind.

Society and the Visually Handicapped may be said to have two functions. Clearly, its first purpose is the awakening of the public to the realization that India would benefit from the effective incorporation of the blind as active participants in the life of their communities. This calls not only for the formal training of the blind themselves but for the education of the whole community in ways and means of fitting the visually handicapped into the social and vocational life of the group.

No accurate figures are available as to the number of blind people in India. However, on the basis of existing information, Dr. Haldar estimates that there are at least 600,000 blind in India—in what is now India and Pakistan. Somewhat more reliable data indicate that only about 2,200 are receiving educational or other special services from the very few existing agencies. Not only are present-day provisions for the blind most inadequate in terms of the enormous need, but even the few agencies which exist appear not to be utilized to the full by the blind they wish to serve.

Although no mention of this occurs in the book, nevertheless it seems likely that the greatest resistance to the establishment and utilization of services for the blind would be by the millions of deeply religious but uneducated poor among whom there must be a high percentage of visual defect. Similar resistance has been found in other countries including parts of the United States.

A second function of this book is to suggest practical steps toward bringing into reality a well-rounded program of formal schooling, training in social living, suitable vocational education, appropriate occupational placement, and suitable provision against dependency. The striking dearth of provisions for the welfare of the visually handicapped may be judged by a perusal of Dr. Haldar's recommendations which cover every type of service existing today in the United States and Britain.

Although there will be ample opportunity for private agencies to grow in their work for and with the visually handicapped, he stresses the point that only the government can cope with the almost overwhelming task of formulating and putting into effect a well-rounded program which will reach India's hundreds of thousands of blind people.

It is a pleasure to know that Dr. Haldar is now in a position to play an active part in

developing a national service for the blind and partially seeing.

—Kathryn E. Maxfield

The Braille the Blind Want. By Sir Clutha Mackenzie. Pamphlet. 16 pp.

For half a century, India with her many languages, scripts, and incidentally eight brailles, has been trying to arrive at a single code acceptable to all. A few years ago a small committee of seeing gentlemen, appointed by the Ministry of Education, produced Uniform Indian Braille, which the Ministry accepted. The government's own expert on blind welfare, at that time Sir Clutha Mackenzie, then attached to the Directorate of Medical Services, dissented, and with the assistance of a committee of blind braille readers, assembled what they termed Standard Indian Braille. The sighted committee had based its braille on what Sir Clutha regards as the kindly misconception of the seeing—the belief that the form of each braille letter is far more difficult to memorize than is really the case, and therefore made symmetrical patterns as an aid to learning the dominating consideration. In doing so the committee abandoned all phonetic association between its new braille and International Braille as well as with all the current Indian brailles. This sacrifice aroused strong opposition from the blind, who in a number of conferences have asked the government to accept a braille based on the maximum of sound relationship with the original French and English brailles, and which constitutes a rough and ready same-sound/same-sign or same-letter/same-sign relationship between most of the world's brailles. In a pamphlet just issued, *The Braille the Blind Want,* Sir Clutha Mackenzie, himself blind, explains the considerations which lie behind the great desire of the Indian blind for a braille which would continue their old ready access to the braille literature of other countries.

To the educated blind Indian, still almost solely dependent on the flood of English braille pouring from British and American presses, it is naturally of first importance that the braille symbols of his mother alphabet should carry the same or nearly the same sounds in English; indeed, just as important to him as that they should carry the same sound in other Indian languages. Though the demand for English braille in India may gradually lessen as internal braille printing expands, the principle has of course world-wide application. Sir Clutha gives a present example in Malaya where four languages are in everyday use—Malay (Arabic script), Tamil (South India), Mandarin Chinese and English. With minor modifications the Malayan government has adopted the Tamil and Arabic braille from the Standard Indian Braille chart and adapted Chinese Mandarin Braille to fit the same chart. Sir Clutha does in fact point out that the initials, S.I.B., can stand interchangeably for Standard Indian Braille or for Standard International Braille. He finds that quite a number of people are apt to harbor misconceptions because they cannot divorce their long associations with visual alphabets from their minds; such, for example, as those who feel that in some mysterious way the maintenance of phonetic uniformity between the original European and Oriental brailles will exert a Romanising influence on the latter. "All over the world," says Sir Clutha, "the blind are using the same characters—not Roman, not Chinese, not Arabic, not Devnageri, but braille and only braille."

Sir Clutha recognizes the teaching value of braille patterns in elementary instruction; but he and his co-workers point out that alphabetical sequence holds small place in modern teaching methods and that teachers have their own ways of grouping braille letters the better to aid the beginner. In any event, symmetry soon loses this limited value for few days pass before the pupil is subcon-

sciously associating a form with a sound without analyzing the number and angle of the dots. On the other hand, to the blind who learn a second language, constant phonetic braille values are a never-failing aid, not only in the task of learning, but also in reading a foreign language with the least extraneous disturbance. We can realise what this must mean in Asia where educated people commonly speak two or three Asiatic languages and a European one besides.

Sir Clutha says he had not intended to reenter the discussion after he left India in 1948, but that many public references to his work have given him the right to reply, and, more than that, that the decision to be made in India, where so many linguistic areas overlap, has an important bearing on the usefulness of braille throughout Asia and indeed internationally. He suggests "that the guiding principle in our approach should be that the wider the application of uniformity of sound, the more valuable the braille will be, provided always that the braille, as an effective medium for expressing each mother-tongue, will suffer no counterbalancing loss."

BRAILLE READING CONTEST

THE FIRST Braille reading contest to be held in the United States took place in New York on Saturday, January 29, 1949. It was arranged by the American Foundation for the Blind, and fifty-seven blind persons from twelve states, journeying from as far west as Champaign, Illinois and St. Louis, took part in it.

The contestants were divided into three groups, each with its own reading selections and prizes. The first group consisted of juvenile readers, under seventeen years of age (Classes I and II combined); Class III included blind adults who had learned braille before they were seventeen years old; and Class IV, those adults who had learned braille after seventeen years of age.

The morning session was given over to the preliminaries. Twelve contestants started in the Juvenile Class; seven in Class IV; and thirty-eight, the largest number with the keenest competition, in Class III. Each contestant read two selections, a short one in prose without preparation and a poem after a few minutes preparation.

The arrangements for the contest were made by a committee consisting of Professor Helen G. Hicks of the speech and dramatics department of Hunter College; Miss Jane Rose, director of women's recreation of the New York Association for the Blind; Dr. Michael Geffner and Dr. Berthold Lowenfeld. Professor Mary Margaret McCarthy of the speech and dramatics department of Brooklyn College; Miss Josephine Taylor, director of education of the New Jersey State Commission for the Blind; Mr. William Barbour, supervisor, Talking Book studios of the American Foundation for the Blind; Mr. John Brewster, Talking Book reader, and Professor Hicks and Miss Rose served on the two panels of judges for the morning session. In each class, three contestants were selected to compete in the afternoon finals.

The finals took place before an audience of about 300 guests who warmly greeted the distinguished members of the panel of judges: Mr. Clifton Fadiman, the noted radio personality and literary critic, who served as master of ceremonies; Miss Helen Hayes, the famous actress; and Miss Emily Kimbrough,

the well-known writer and lecturer; together with Professor Helen G. Hicks and Miss Jane Rose. The audience followed the readings of each contestant with intense interest and rewarded them with well-deserved applause. In the Juvenile Class, Miss Bernice Tabach won the first prize and cup, Miss Kathleen Dalahunty the second prize, and Miss Marcia Mendelson the third prize. All three are New Yorkers. In Class III, Mrs. Helen Barshay of South Ozone Park, Long Island, won the first prize and cup, Miss Margaret Foley of New York the second prize, and Mrs. Rosalie F. Gay of Hartford, Connecticut the third prize. In Class IV, Miss Barbara Heckel won the first prize and cup, Miss Theresa Wood the second prize, and Miss Emily Heil the third prize. All three are New Yorkers. Diplomas of merit were awarded to: Fedora Bessette, Pawtucket, Rhode Island; Ellen Bocci, Little Falls, New Jersey; Mary Brunoli, Avon, Connecticut; Frances Buckley, Cambridge, Massachusetts; Rita Drill, Philadelphia, Pennsylvania; John de Francesco, New York; Josephine Graham, New York; Charlotte Rohr, New York; Constance Ryan, New York; Michael Supa, Binghamton, New York; Ruth Welles, New York.

The poems read in the finals were: "Smells" by Christopher Morley, "To the Thawing Wind" by Robert Frost and "Prelude to Western Star" by Stephen Vincent Benet. Prose selections included "On Thinking" by Helen Keller, "From the Art of Living" by James Truslow Adams, "Appointment in Bagdad" by Edith Wharton and "On Weather" by Jerome K. Jerome.

A cup and prizes of twenty, fifteen and ten dollars were awarded in each category.

According to all reactions—those of the participants, the judges, the audience and the press—the first American braille reading contest was successful in every respect. Such contests have been held for many years in England under the auspices of the National Library for the Blind. The American Foundation for the Blind plans to arrange for such contests annually, on a regional and even national scale.

EX-SENATOR GORE DIES

One of the most picturesque members of the United States Senate during his three full Senate terms and a short term, and the first blind man to be elected to that body, Thomas Pryor Gore, former Senator from Oklahoma, died in Washington, D. C., March 16 at the age of seventy-eight. He had lost his sight as a result of two accidents in early childhood.

Born in Webster County, Mississippi, he was the son of a farmer who became a lawyer late in life. After serving for a year as a page boy in the Mississippi Legislature, young Gore decided to take up law, and became a school teacher for three years in order to earn money with which to attend law school. Shortly after entering Mississippi politics, he moved to Texas, where he ran for Congress but was defeated. In 1901 he moved to Lawton, Oklahoma, which became his permanent residence. When Oklahoma was admitted to the Union in 1907, he became one of the first two Senators from that state, for a short term.

Spoken of in the Senate after his death as "one of the marvels of modern times", Senator Gore had an extremely varied career. He was endowed with a bright mind, a ready wit and a remarkably retentive memory which enabled him to digest the details of legislation as they were being read to him. His wife, the former Nina Kay, whom he married in 1900, and who survives him, was literally the Senator's eyes in much of his work. He sponsored much legislation dealing with farm credits and Indian affairs. The legislative achievement of which he was most proud involved his defeating, by means of a filibuster, legislation which would have deprived the Osage Indians in Oklahoma of oil royalties estimated at $30,000,000.

THE SUGGESTION BOX

By The Technical Research Department

Omelet Pans. These split frying pans, hinged at the center, were a war casualty until this year. The Mars Engineering & Mfg. Co. of Burbank, California, have just put into production a new model made of pressed aluminum. The metal is of much thinner gauge than was employed in prewar versions, but since the best omelets are cooked at low temperatures, the pans should still prove satisfactory. The diameter of the pan is ten inches. The handles are plastic.

A fuller description may be in order for those who have not come across this particular utensil before. In effect, two semicircular skillets are hinged together at the center in such a way that one can be turned over to sit atop the other. They are invaluable for making filled, folded omelets, and are handy for other foods which are difficult to turn. They can also be used for keeping two foods separate, to be fried at one time. If the pan is used only because of the ease of turning, quantities which can be accommodated are, of course, cut in half. The price, postpaid, is $1.60.

More About the Raised Lined Drawing Kits. These kits, which are now in stock, contain the following equipment: one clip board with a covering of 1/16 inch gum rubber, one special ball-point pen, filled with a lubricant instead of ink, one special three-cell gooseneck slate designed for a hollow stylus, so that the braille symbols may be incorporated into sketches, one hollow stylus, and 100 sheets of special cellophane for the drawings. It has been found that sketches can be made in duplicate with no loss in height, with very little additional pressure. The lines are entirely tangible on the upper side of the sheet as the drawing progresses. In case difficulty is experienced with piercing when the braille dots are applied to a single sheet with the hollow stylus, this can be eliminated by placing a piece of scrap cellophane beneath the top sheet.

Production costs on this first quantity of kits were extremely high. Nevertheless, it has been possible to offer the kits at a postpaid price of $5.00.

Braille Slate. For use with the drawing boards, a special, 24-cell, hollow stylus slate, similar to the model supplied as standard equipment, has been devised to serve also as a straight-edge and ruler and for marking divisions on graphs. This consists of a double strip of metal ten inches long and ½ inch wide. The bottom strip carries, towards the open end, the 24 cells with upraised dots. The top strip, of course, carries rectangular openings over the bottom cells. Since the openings are spaced a quarter inch, center to center, and since dots have been placed on the top strip at every inch, it can be used as a measuring aid in laying out sketches. A hollow stylus is included.

It should be pointed out that the use of a hollow stylus in connection with the raised line drawings does not imply that the hollow stylus could be used regularly for writing braille. In the first place, braille can only be written slowly and with great care by this method. And in the second place, the risk is always present that the paper (in this case, cellophane) may puncture, or the dots may not be uniform. However, to assure maximum utility of the raised line drawings, a hollow stylus was employed in order that the braille, too, could be added without turning the sheet.

Again, because of the small quantities, the cost is high—postpaid, with stylus, $2.50.

Draftsman's Compass. If there is sufficient demand, it will be possible to supply a very fine draftsman's compass, manufactured by the Morilla Company, and equipped with a special ball-point tip. It has a maximum capacity of an 8-inch circle. If a supply is ordered, the price will be $4.25, postpaid. Do not place orders or send money. If interested, merely indicate the intention to order.

Modern Michigan. Some time ago a new game called Modern Michigan was announced, at a price of $5.00. The kit consists of a "boodle board" which is a circular holder with four cut-outs for holding the "boodle" cards, carrying braille indications of the denominations and suits. This is mounted so as to revolve on a fabrikoid-covered base. There is also a deck of cards, brailled, a container for holding chips, braille instructions, and inkprint instructions. The kit is attractively boxed. The price has now been reduced to $1.75, postpaid.

Recording Instructions. Beginners in home recording sometimes have many questions and uncertainties, and many will welcome the book which Audio Devices has released to make recording easier. The title of the book is *How To Make Good Recordings*. It contains 128 pages of simple, informative material. Unfortunately, it is available only in inkprint. The price is 95¢, postpaid.

Factory-rebuilt Soundscribers. Some confusion appears to exist in the minds of many people between Soundscribers and the All-Purpose Sound System adapted for embossing. The Soundscriber is a special piece of dictation equipment which records by embossing on discs up to seven inches in diameter. It measures 10″ x 12″ x 8″. It cannot be used with any other type of record except these small Soundscriber discs. This means that it is simpler to operate than the All-Purpose machine, which requires more controls in order to accomplish its multiple functions. This, in turn, means that, where inexperienced readers are expected to make their own manipulations while producing recordings, the authentic Soundscriber machine will probably be more nearly foolproof.

A limited supply of factory-rebuilt machines has been secured from the manufacturer. Two vintages are available. One sells for $75.00, F.O.B. New York, and the other is priced at $110.00, also F.O.B. New York. Most of the models are of the office type; that is, they are polished walnut—but two are portable units. The portable units are both of the $75.00 vintage. The ordinary price of this equipment, new, is over $300.00.

Teaspoon Measure. The Williams Manufacturing Company, 3819 Wisconsin Avenue, St. Louis 18, Missouri, has asked us to announce a new one-teaspoon liquid measure which is claimed to be an improvement over the earlier half-teaspoon measure. In order to introduce, at the same time, some clothes markers, they offer the liquid measure together with six markers at a postpaid price of $1.00. The markers are small brailled aluminum tabs to be sewn to the garment. The desired colors should be specified when ordering, and all orders should be sent directly to the manufacturer.

Self-threading Needles. By the time this appears, the stock of self-threading needles will probably be exhausted. A word of apology is due to those who ordered several packages, only to receive one with a refund. Sales were limited because the demand was too great, and it was felt that the small supply should be spread out as widely as possible.

Price Changes:

The Magnagrip, magnetic tool holder, is now $2.50, instead of $2.25.

The 230 Micrometer is now $22.00, instead of $19.00.

The 231 Micrometer, with inkprint vernier scale, is now $25.75, instead of $22.00.

Morocco wallets (three pockets) are now $3.50, instead of $4.00.

The G. I. Recording Unit only is now $19.00, instead of $17.00.

RAISED LINE STATIONERY. This item will be discontinued, unless there is a greater demand. If enough people express interest, efforts will be made to find a cheap source of supply.

METROPOLITAN READERS may sometimes wonder why certain articles readily available in their communities, like Quickee Hand Cream, for example, are listed in this column. The reason is that a great many readers do not find such things in their localities. The original idea was simply to mention commercial products, but it very quickly became apparent that the need existed for a mail order service to meet the demands of people in smaller towns. Incidentally, one reader reports that steady and daily use of the hand cream caused excessive dryness of the skin.

MARY MURRAH FUND. The income from the Murrah fund, which the Walter G. Holmes Foundation of Georgia has set up, will this month be applied to furnishing Baby Ben clocks to applicants who best explain their needs.

DR. IRWIN RETIRES

The board of Trustees of the American Foundation for the Blind at a meeting on April 6 accepted with deep regret the resignation of Dr. Robert B. Irwin as Executive Director of the Foundation. Dr. Irwin has been connected with the Foundation for nearly twenty-seven years and his resignation will take effect on August 31, 1949. He will continue as Executive Director of the American Foundation for Overseas Blind.

A committee was appointed by the Board to consider candidates for the position of Executive Director of the American Foundation for the Blind. The Board will announce Dr. Irwin's successor in the near future.

REV. PAUL SPERRY RETIRES

The Rev. Paul Sperry's retirement on January 31 from the Division for the Blind provided an occasion for an acknowledgment of his faithful service, over more than half a century, to the blind of the nation's capital, and of his long association with the Library of Congress.

Mr. Sperry's connection with the Library of Congress began when the Library was located in the Capitol building. Later, after the establishment in 1897 of the Library's "Room for the Blind" under the supervision of Miss Etta Jocelyn Giffin, Mr. Sperry, then a student at Columbian College (now George Washington University), gave his time and talent by providing piano recitals on Friday afternoons for groups of blind visitors who assembled weekly for music and author readings.

In the years following, during his pastorate at the Church of the Holy City on 16th Street, Dr. Sperry officiated at the funeral services of his parishioner, Mr. Paul J. Pelz, designer and architect of the main building of the Library of Congress. During his 27-year pastorate of the Church of the Holy City, too, Mr. Sperry continued his active association with work for the blind.

From 1932 until 1946 he served as director of the National Library for the Blind, which was then one of the regional distributing libraries of books for the blind of the Library of Congress. When, on November 1, 1946, the activities of the National Library for the Blind were consolidated with those of the Division for the Blind in the Library of Congress, Mr. Sperry joined the staff of the division.

Mr. Sperry's many years of experience in work for the blind, particularly with respect to developments in the use of braille, have been of outstanding assistance in the division's present program.

Reprinted from the February 1-7 issue of the Information Bulletin, published by the Library of Congress.